R E P O R T R E S U M E S

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PROJECT CUE, INSIGHTS.

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A SET OF FILM UTILIZATION SHEETS WAS PREPARED FOR PROJECT CUE. TOPICS INCLUDED ART AND THE COMMUNITY, ABSTRACT PAINTING, THE DINOSAUR AGE, THE LIVING ARTS OF JAPAN, SCIENCE, AND A PERSIAN STORY BOOK. EACH SHEET INCLUDED PURPOSES, AREAS OF USE, PROCEDURE FOR VIEWING, FOLLOWUP ACTIVITIES, AND RELATED MATERIALS. (REFER TO ED 003 785 THROUGH ED 003 792 FOR THE COMPLETE SERIES OF PROJECT CUE TEACHING MATERIALS.) (LP)

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No 8

PROJECT CUE INSIGHTS ... ARCHITECTURE

The following simple insights may be gained while studying the regular Curriculum.

- Architecture concerns everyone for it shelters and enhances life.
- After emerging from the cave primitive man tried to satisfy his needs for shelter from the elements by making dwelling places. (ex., crude huts)
- He satisfied his need for self expression and beauty through building temples for his Gods (ex., Stonehenge)
- The Egyptians exalted religion in the person of their Pharaoh and left imperishable records of their beliefs in tombs and temples. Their sculpture created an effect of grandeur and magnificence. (ex., Pyramids, Sphinx - Temple-Karnak)
- From this influence the Greeks created a simple and beautiful style using post and lintel, colonnade, architrave, frieze and cornice. (ex., Parthenon)
- The Romans were good engineers. They discovered types of construction such as the arch and the dome which we still use today. (ex., Pantheon in Rome)
- Gothic architecture utilized the flying buttress to support walls which could now be thinner. It pierced these walls with large opening filled with stained glass and decorated them with sculpture. (ex., Notre Dame)
- Greek, Roman and Gothic influences live on in our present day architecture in homes, libraries, schools, churches, museums and other public buildings. (find local examples)
- When iron and steel came to be used in architecture, new styles such as the skyscraper evolved. (ex., Eiffel Tower - Skyscrapers)
- Modern architects are constantly experimenting with new forms and materials such as aluminum, concrete, plastic, stainless steel (examples or photos, see Architectural Record)
- Some important contemporary architects are Frank Lloyd Wright, Mies Van der Rohe, Oscar Niemeyer, Le Corbusier, others, (find photos of examples of their work)
- Some important contemporary buildings in the New York area are the Guggenheim Museum, Seagram Building, Idlewild International Airport. Can you find contemporary buildings in your area?

These further insights may be brought out through discussion and observation.

(1.) A Building functions as a shelter but exactly what is being sheltered is sometimes obscure. For example, classic temples, formerly religious symbols, now house buildings devoted to law finance art, science, education or religions hieratical to pantheism. Assist students to understand that modern architects strive to have a building design suit it's purpose as well as it's surroundings and inhabitants.

(2.) The design form of a building depends in large part on the following factors
- The material of which it is made.
- The degree of skill and scientific knowledge of the architect and builders.
- The geographic and climatic factors in the environment.
- The prevailing taste of the times.
- The function of the building.
- The philosophy of the society.
- Economic and social pressures.
- The individual tastes of builder and owner.

(3.) Styles in architecture change when
- New materials become available.
- New techniques and engineering principles are evolved.
- New influences are felt in society.

ED003792

(4.) The meaning of modern architecture is no less eloquent than the spiritual implications of the Gothic church or the magnificence of the Paris Opera House. While scientists have disclosed the structure of nature with increasing clarity, the architect has discovered valid meaning in the dependence of form upon function and the appropriateness of the materials associated with both.

The strict geometric lines characteristic of modern architecture appeals to a society in which mathematics has become so influential. The economic convenience of standardized mass produced units encourages simplicity even severity in appearance. The rapid changes in technical facilities demand continuous social adjustments which, in turn invite flexible, rather than fixed arrangements of space. The once protective, solid cloak of the wall yields to a translucent or transparent skin which for visual purposes brings the outdoors and indoors together as one continuous space. Modern man is no longer afraid a nature but controls it more and more through lighting, heating, air conditioning and other technological devices.

In the last half century four great architects have dominated the architectural landscape Walter Gropuis, Le Carbusier, Mies van der Rohe, Frank Lloyd Wright.

SUGGESTED RELATED MATERIALS

Project CUE Films
- Frank Lloyd Wright
- Skyscraper
- Chartres Cathedral

Filmstrip
- Life -- Four Great Churches

Other Films
- Brasilia, 26 min., color, International Film Bureau
- A Place to Live, Guggenhiem, St. Louis, Missouri
- Cantilever Bridge, U.S. Steel-Assoc. Films (Free)

Magazine article
- "Vistas for the Furture," Time Mag., Sept. 6, 1963

TEACHER REFERENCE

Pioneers of Modern Design from William Morris to Walter Gropius Nicolaus Pevsner -- Doubleday -- 1958.

The Architecture of America; A Social and Cultural History, John Burchard -- Albert Bush Brown -- Little Brown -- Boston 1961.

Frank Lloyd Wright; Writings and Buildings, paperback Meridian Books MG22 Mer

STUDENT REFERENCE

"Architecture in South America"- Craft Horizons, October-November 1963
In Project CUE Industrial Arts Package.

"Structure and Forms"- In Project CUE Industrial Arts Package.

SUGGESTED RELATED ACTIVITIES WHICH MAY ASSIST STUDENTS TO GAIN INSIGHTS

1.) (Social Studies and English) As various countries are studied pictures of various styles and types of architecture are encountered. Insights about them may be brought out by appropriate comment. Stress the relationship of architectural style to geographic, climatic, economic and philosophical factors.

(2.) (Science and Industrial Arts) In the study of inventions and processes point out how these advances enable new types of structures to be built.

(3.) Interested students may wish to make drawings or models of various types of architecture around the world or illustrate the development of architecture in time.

(4.) Some students may wish to study a particular style such as the Greek or a special building such as the Parthenon, the architecture of which has held the admiration of men throughout time.

(5.) Some students may wish to learn the stories about famous structures such as the Pyramids, Hanging Gardens or the Taj Mahal.

(6.) Some students may wish to read about famous architects and gather and display photographs of their work.

(7.) The class may wish to visit contemporary or other styles of buildings in their community.

(8.) A local architect may be persuaded to talk to an especially interested group.

Project CUE

INSIGHTS ..... ART AND THE COMMUNITY

PURPOSES:

To assist students to become aware that art is increasingly necessary in the life of the individual.

To awaken students to the fact that art is a unifying factor in the development of a well balanced society.

To increase his awareness of the beauty or lack of it in his surroundings and to help him realize that art is an important part of daily life.

SUGGESTED AREAS OF USE: Industrial arts, home economics, all CUE students

MEDIA

Films: Lewis Mumford on The City - Six films on The City in History Its Origins, Transformations and Its Prospect - National Film Board, black and white, 28 min. each.

Skyscraper - Project CUE film , black and white

A Place to Live - color, 20 min. , Charles R. Guggenhiem Association

The City - Modern Museum of Art

Mood of three Cities - color, 30 min., Ideal Pictures (free)

Frank Lloyd Wright - Project CUE film

Lets Keep America Beautiful - Project CUE film, color, 15 min.

Books and Periodicals

Albany Mall Plan - Project CUE- Industrial Arts Kit

Craft Horizons Magazine - Project CUE - Industrial Arts Kit, October 1963

The Story of the Utopias - Lewis Mumford

Space, Time and Architecture - Siegfried Gideon

SUGGESTED PROCEDURE

(Note: Many activities are suggested here, the teacher will select those most suitable for her group.)

(1.) Discuss with the class

What do we mean by "art?"

Where is art found in our daily life? at school? in the neighborhood? the city?

(2.) Invite an architect, artist, city planner or the teacher may show slides of art in the community on architecture, sculpture, handicrafts, machine made forms.

(3.) Invite local painter, sculptor or designer to talk to the class about how his work functions in contemporary society.

(4.) Discuss

What is beautiful in our environment ? neighborhood? city?

What needs improvement in these areas?

(5.) Collect and discuss material on housing projects. Discuss what happened when many slum dwellers were brought to new housing projects. Point out that it is necessary to educate people to an awareness of the importance of beauty and cleanliness in their surroundings for both physical and mental health. (Show anti-litter film "Lets Keep America Beautiful.")

(6.) Prepare bulletin board material on city planning in this country, Europe and South America. Utilize flat pictures of government buildings, factories, employees' houses, parks, bridges and waterways.

(7.) Some students may visit urban renewal area sites of new construction or community housing developments. Others may wish to make a study of buildings that interest them, homes, churches, banks, theatres, and stadiums. After these visits discuss these questions:

- How does art function in their plan and design?
- How could they be improved?
- How are social, individual or esthetic needs satisfied in the plan?

(8.) Read reports on articles in the news on new art contributions to your community. Make a bulletin board display of these pictures.

(9.) Study modern window displays. Discuss - What contribution do shops make through their interior design and window arrangement? Arrange a school showcase.

(10) Study billboard advertising in your community. Do they beautify or detract? Which would you eliminate or redesign?

(11) Study lighting fixtures in homes, stores, and streets.

(12) Learn about what local artists do.

(13) Plan an exhibit to interpret city life to the school.

(14) Select some part of your school to decorate or enrich.

(15) Find out about art contributions of other countries to your community.

(16) Industrial arts students may wish to plan and build a model community. Some students may wish to sketch or photograph aspects of their community which they consider to have outstanding art qualities. The creative teacher will think of many other related activities. The ultimate benefit of such activities will largely depend upon how many of the following insights are gained by the student.

INSIGHTS

- Art is re-establishing itself as a unifying factor in the development of a balanced society.
- In early colonial days life was so hazardous and difficult that little time was left for the pursuit of the arts.
- The early colonists brought with them the bare necessities for living with particularly treasured possessions to satisfy their love of beauty. They also brought skills and knowledges of the arts and crafts essential to homemaking.
- In many of the early American forms (dwellings, community plans, furniture, textiles, ceramics, and silver) we find foundations of good design and appropriate use of materials.
- Succeeding generations sometimes failed to consider these forms for their esthetic values because of the changes in community living and in processes of production. Attention was focused on superficial extrinsic values and on adopted styles of other cultures.
- Time has brought about a re-evaluation of artistic developments in relation to those of science and democracy.
- Economic and social changes have focused attention on the artist and his contributions toward affecting a more balanced and cultured society.
- We possess rich traditions in our handicrafts. Studies in this area build standards which make the young people in a community more discriminating consumers, capable of distinguishing between the practical and the beautiful as opposed to the stereotyped or the inefficient.
- Art is becoming increasingly necessary in the life of the individual. There is growing evidence of this to be found in the design of home products, the human factor in industrial design, the quest for rewarding leisure time pursuits, and a growing awareness of the emotions and their role in our mental equilibrium.

Because of the intense preoccupation with industrialization and concentration of wealth among a small group great art tended to be a private luxury enjoyed only by the elite. Today because of increased education, more leisure, greater division of wealth, improved transportation and communication, art is once more assuming its public role as a privilege and right for the enjoyment and uplift of all citizens.

V1576 DU 1/30/64

Project CUE

INSIGHTS ..... ABSTRACT PAINTING

PURPOSES

To assist students to gain insight into modern painting.
To be used as in preparing students to see the forthcoming TV program on Kandinsky and the Armory Show or to visit a showing of modern art.

SUGGESTED TEACHER PROCEDURE

Materials - Metropolitan Seminars of Art, Portfolio's 1 - 4 (available to all CUE schools)
Explain to the class -

A good painting may or may not have a recognizable subject. At the early levels of art appreciation we may like a painting simply because we love the subject of it, as we love Gainsborough's "Pinkie" or the "Blue Boy" or"Whistler's Mother." As we advance in appreciation we come to realize that the appeal of the picture may come as much from the abstract elements as from the subject itself, even when we do not know what the abstract elements are. Whistler called his picture "An Arrangement in Gray and Black" because he was attempting not so much to paint a picture of his mother as to make a pleasing arrangement of tone, line and shapes. When we observe the picture, and like this arrangement, often we attribute the liking to the subject.

In Renoirs portrait of his wife (Plate 3, Portfolio 1), we enjoy the simple geometrical shapes, lines, colors, and brushwork. Since we recognize the subject we do not at first realize that the natural forms are abstracted to some extent.

However, as we get to Marin's Singer Building (Plate 29, Portfolio 3) we must recognize and accept abstraction to enjoy the picture at all. We can enjoy the suggestions expressed by these abstractions without depending on semi-photographic realism.

Some contemporary artists feel that if we can express a subject through lines, angles, shapes, colors, arrangement and other abstract elements there is no reason to depend on semi-photographic reality. The modern camera can produce outer reality far better than can the painter. He thinks we can enjoy these abstract elements just as we do sound and tone quality and pattern in music without recognizable images.

SUGGESTED PROCEDURE

- Use Metropolitan Seminar Portfolio 4 .
- Compare figures 1, 2, and 3 for abstract qualities, geometrical shapes, pattern, spacial composition.
- Compare Vermeer and Picasso painting for similarities and discuss them.
- Bring out the fact that Picasso has sacrificed shading, natural forms, perspective and subject in order to gain freedom to manipulate the forms in his picture. Here we can enjoy pure form and color and are not diverted by incidental interests.

  Some people think modern art is too easy because it doesn't require a high degree of craftsmanship. In actuality it is more difficult to paint a great modern picture because any faulty relationship of line and form cannot be hidden by craftsmanship and subject details.
- Examine and discuss the abstraction of the "Still Life" (Figure 7) and Blue Tree (Figure 9, 10, 11, 12, 13) (Figures 14 and 15)
- Show Mondrian Plate 41

  Explain some painters like Mondrian believe that painting should be totally abstract color, pattern, line and forms with no connection with reality. Such painting is called non-objective. Some people think this painting might have been inspired by New York's skyscrapers and gridiron street pattern.
- Show Kandinsky Plate 44

  Kandinsky's non objective paintings differ from Mondrians in having great variety of shapes and colors.

Whether or not we fully enjoy abstract art we should know something about it for it helps us understand more about traditional art and gives us a new and more analytical way of seeing. A painting can be great or bad no matter what style it is painted in. What counts is the knowledge talent skill and creativity which has gone into it. Abstract art springs from profound forces within our time and it affects all art and design to some extent.

SUGGESTED FOLLOW UP ACTIVITIES

(1.) See Kandinsky and Armory TV shows.
(2.) Visit a museum of modern art.
(3.) View other paintings for abstract elements.
(4.) See Project CUE film "Still Life".
(5.) Paint a picture in abstract style.
(6.) Study works of other abstract and non-objective painters.

TEACHER REFERENCE

History of Modern Art - Sheldon Cheney

RELATED MATERIALS

Metropolitan Seminars of Art

Films -

Still Life - R.P.I. , color, 12 min, Project CUE film.
Non Objective Art - Bailey , black and white, 10 min.
Modern Painting - SV filmstrip Series - available Project CUE .

Magazine

Abstraction - Artist Junior Magazine - available Project CUE Science Kit.

project CUE

...SUGGESTED UTILIZATION SHEET

CULTURE ITEM: Film "The Dinosaur Age"
F.A. of Cal. Color 20 min.

SUGGESTED CURRICULUM AREA: Science

SUGGESTED PREPARATION OF THE CLASS

Discuss the following

- How many of you know what the dinosaurs looked like?
- How long ago did they live?
- Since they lived about a hundred million years ago, how do we know what they looked like?
- We know this through the work of the paleontologist, a man who studies plant and animal fossils. This film will show and tell us how paleontologists work to help us know about past life on earth.

KEY WORDS

Brontosaurus, Stegosaurus, Tyranosaurus, extinct

PUPILS SHOULD LOOK AND LISTEN FOR

- The way in which the paleontologist locates fossils
- The careful methods he uses in preparing materials for display and study
- The role of the artist in recreating a likeness of the dinosaur
- The characteristics of the Brontosaurus, Stegosaurus, Duck Billed Dinosaur, Tyranosaurus

PRESENT FILM

SUGGESTED FOLLOW UP ACTIVITIES

Discuss with the class

- The role of the paleontologist
- The knowledge and skills he must have
- The reason why his contributions to knowledge are important to the geologist, the biologist, the teacher
- The probable reason why the dinosaurs became extinct

SUGGESTED RELATED ACTIVITIES

- Students may wish to hunt for fossils and bring in their finds
- Students may wish to visit The American Museum of National History or other museums to see dinosaur fossils
- Students may wish to construct diorama displays of life in the dinosaur age.

SUGGESTED RELATED MATERIALS

- Films
  "A World is Born" Walt Disney Films 20 min. color
  "How to Make and Use a Diorama" McGraw Hill Films (available New York State Education Department, Division of Communications Film Library)

project CUE

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project CUE

FILM UTILIZATION SHEET

TITLE: THE LIVING ARTS OF JAPAN - Color, Sakura and Company, Ministry of Japan.

SUBJECT AREAS: Home Economics, Industrial Arts, Art, all Project CUE students.

PURPOSES OF FILM:

To acquaint students with some of the arts and crafts of Japan.
To help them understand how the Japanese love of beauty as expressed in their arts is an integral part of their life.

SYNOPSIS

The essense of the traditional arts and crafts of Japan can best be observed in the mode of life of the Japanese people who create and cultivate them. They have a deep love of nature and its beauty and the arts they create grow out of it. The arts become an integral part of their daily life. The tokenoma epitomizes this love beauty for it is in this alcove that works of art are displayed. The tea ceremony allows for admiration of the lacquer and ceramic ware as well as the graceful stylized movements which accompany it. The craftsmanship shown in the film gives insight into Japanese, skill, artistic talent and the painstaking care devoted to bringing beauty into daily life.

SUGGESTED TEACHER PREPARATION FOR USE OF FILM

(1.) Preview film.
(2.) Secure samples or photographs of Japanese arts and crafts for display. Students may be requested to bring these in if possible.
(3.) Discuss this display with the students bringing out the facts that art is a part of the daily life of Japanese people through their arts and crafts which are an outgrowth of their love of nature's beauty.
. That much of Japanese life is characterized by ceremonies in which the arts play an important part

KEY WORDS

tea ceremony lacquer porcelain glaze Mother of Pearl
wood block takenoma makie (depositing gold and silver on lacquer)

PUPILS SHOULD LOOK AND LISTEN FOR...

. The deft work of the potter in moulding and glaze painting.
. The way in which kimonos are designed and painted.
. The painstaking procedure in producing Makie.
. The way in which the natural beauty of bamboo is brought out.
. The way in which most Japanese arts are based on drawing and have similar characteristics.

PRESENT MEDIA

SUGGESTED FOLLOW UP ACTIVITIES

Discuss with the class

. The processes of the various arts presented.
. The way in which modern works are often inspired by ancient arts.
. The way in which Japanese utilize materials plentiful in nature to make articles of beauty for everyday use.
. The way in which the arts play a part in everyday life of Japan.

ASK

What did this film and discussion teach you about Japanese life and character?
Bring out the following facts.

. Art and beauty are a part of everyday life and activity.

. Japanese have skill, talent, patience, and reverence for beauty.
. Art and beauty make life more gracious and pleasant.
. The Japanese artist expresses his own personality through his skill and artistry.

RELATED ACTIVITIES

Students may

(1.) Visit a potter to observe techniques.
(2.) Make and glaze pottery or a "linc"or block print.
(3.) Give a Japanese tea. (Home Economics)
(4.) Learn the story of "Teahouse of the August Moon." (English)
(5.) Do research on any of the arts shown.

REFERENCES - RELATED CUE MEDIA

(See Japanese notebook in CUE Social Studies Kit)

Ikebana, color, 17 min., Ministry of Japan
Japanese Family, Julien Bryan, 30 min.
Japan, Julien Bryan, 30 min.
Treasures of Japan, Ministry of Japan, color, 30 min.
Folk Music of Our Pacific Neighbors, CUE Kit, Stanley Bomar, filmstrip and record
Guided Tours of World, Japan, Columbia, Records filmstrip, and record, book
Art of Origami, book, CUE Kit
An Introduction to Haiku, English CUE Kit
Japan, Bantam paperback, English CUE Kit
Metropolitan Seminars, Japanese Painting.

OTHER RELATED MATERIAL

The Big Wave, Pearl Buck. Illus. with prints by Hiroshige and Hokusai. New York, John Day, 1948. $3.25

Japanese Tales and Legends, by Helen and William McAlpine. Illus. by Joan Kiddell-Monroe. New York, Walck, 1959. $3.50. A good collection of early Japanese mythology, historical romances, and fairy tales.

Let's Visit Japan, by John C. Caldwell. Photographs. New York, John Day, 1959. $2.95

Secret of the Samurai Sword, by Phyllis A. Whitney. Philadelphia, Westminster, 1958. $2.95. Lessons about the impact of one culture upon another are well disguised in a ghostly story, but the book provides thoughtful insight into the reactions of Japanese people to Americans.

V1565 DU 12/17/63

project CUE

... SUGGESTED UTILIZATION SHEET

Culture Item: Film PERCEPTION McGraw Hill. (Black and white). 20 min.

Subject Area: Science

Purposes of the Film:

Scientific:
1. To assist students in understanding the process of perception.
2. To assist them to understand why they perceive things as they do.

Cultural:
1. To assist students to become aware of the role of perception in art, the importance of line in composition and perspective and in the enjoyment of art.
2. To assist students to become more perceptive of line, color, form and shape in art.

Relation of Science and Art: Artists constantly use optical illusions of color line and form to produce depth and movement and direct the eye of the observer through the composition.

Preparation of the Class:

The teacher may ask the class:

How do we know the sun is shining?
How do we know when someone telephones us?
How do we know when our coffee is too hot?
How do we know when someone steps on our toe?

Of course, it is through our senses that we know these things. We have a special word for the process of becoming aware of all the things and events around us. It is called perception. Of course, perception is much more than experiencing the things around us with our sense organs. It is an elaborate process by which we organize our sense impressions into clear and meaningful experiencing of the objects and events around and inside us. Perception involves many factors beside the sense organs. This film will tell us about some of those factors.

Key Words to Preteach:

Perceptual, constancy, contrast, expectancy, trapezoid-stimuli

Pupils Should Look and Listen For:

- What is perception
- Why an object seems to maintain a constant shape and size even when viewed from different angles
- Why an object seems to remain the same color even when we see it in varying amounts of light
- Why an object seems the same size to us whether it is close or far away
- How we can concentrate on just one thing even though there are many stimuli about

- What causes an activity or a thing to be noticed
- Why we sometimes do not perceive correctly
- Why we tend to see familiar shapes or continuations of lines that are really not there

Presentation of the Film

Follow-Up Activities:

1. The teacher may wish to discuss the following:
   - How does perception differ from mere sense impression?
   - Discuss these principles of perception
     - Shape constancy
     - Size constancy
     - Brightness constancy
     - Attention
     - Contrast
     - Expectancy
     - Figure Ground Perception
     - Grouping
2. Have some students experiment with plate, picture boxes or other familiar objects to note the principle of shape, size, brightness, and constancy.
3. Use the Optical Illusion transparencies in the Science Project CUE Package to further prove how senses can be inaccurate.
4. Some students may wish to perform slight of hand tricks or make their own optical illusions.
5. Show the Project CUE film "Line" which further illustrate the principle of expectancy.
6. Study prints from the Metropolitan Seminars to illustrate how the artists uses line in his compositions to lead our eye through them. Ask the art teacher to collaborate on this activity.
   Ask her to discuss:
   The "eye path" in a picture and how the artist uses line and color to lead us through the picture.

   How line can show size and give the illusion of distance through perspective.

Related Films:

Line

Space Bailey Films -- color. 10 min.

Gateways to the Mind Bell Telephone. 59 min. Color.

project CUE

...SUGGESTED UTILIZATION SHEET

CULTURE ITEMS: PERSIAN STORY BOOK ** FILMSTRIP AND RECORD
Life Magazine Tearsheets Persian Miniatures - Menlar paperbacks

SUGGESTED RELATED CURRICULUM AREA: Social Studies, English

SUGGESTED PREPARATION OF CLASS
Discuss with the class

Iran is the modern name for the ancient land of Persia. Persia had a high form of civilization hundreds of years before Christ. Even then Persian craftsmen were known for their skill and love of beauty. Poets and philosphers were highly honored as contributors toward culture.

Darius, most famous of it's rulers was so powerful that he was called the "Kings of Kings". He conquered all the surrounding lands and exacted tribute of them.

In 311 B.C. however, this great Empire was conquered by Alexander the Great. Still later it was overrun by hordes of Turks and Mongols but we can still see remnants of this glory in its monuments and many evidences of it's cultural past both in museums and in the living customs of the country.

PUPILS SHOULD LOOK AND LISTEN FOR

- Evidences of the old traditional ways of life
- Evidence of the early superiority of Persian craftsmen
- Moslem architecture of the Shrine of Fatima and the King's Mosque at Ispahan
- Ancient architecture and sculpture in the Tombs of Darius, poets and philosophers
- Evidence that Persian's had a high form of culture even in early times

KEY WORDS AND NAMES

Darius, philosopher, Persepolis, Koran, Moslem, Islamic

PRESENT FILMSTRIP AND RECORD

SUGGESTED FOLLOW UP ACTIVITIES
Discuss with the class

1. How geography influences culture
   The effect of trade and travel on culture.
   How the modern need for oil is helping Iran to industrialize and modernize.
2. How traditional aspects of Persian culture are still a part of modern life through the dance poetry and song.
3. The influence of religion on culture
   How decorative design and painting was influenced by the Moslem religion (Islam prevented representation of any figure that cast a shadow for fear it might become an idol.)
4. The influence of climate on the arts
   To Persians, inured to the parched plains and barren mountains of their arid land, a garden is synonomous to paradise, creating a haven of running water and coolness, a beautiful place of pools, trees and colorful flowers. Persian rugs are representations of these flower gardens. Living in this dusty brown land, it is little wonder that the Persians admired jewel like color in their tile walled and domed buildings.
5. There is a legend still existing in Persian folklore, of the Samandar, (Phoenix,) an immortal bird which in old age burned itself on it's own funeral pyre and rose from the ashes with renewed youth and vigor to live through another cycle.
   Iranians think the Samandar epitomizes their nation. Can you explain why?

6. A love of beauty and culture is shown in the poetry of the Rubaiyat Omar Khayyam. (Khallil Gibran is another poet of the Middle East you may enjoy reading.)
7. List to Persian music on the other side of the record

SUGGESTED RELATED ACTIVITIES

Pupils may wish to read or listen to some Persian poetry from the"Rubaiyat" or "The Prophet" by Khalil Gibran.

Some students may wish to do research on the architecture history or other aspects of Persian Culture.

SUGGESTED RELATED MATERIALS

Life Magazine Article "A Future to Outshine Ancient Glories"
Illustrated with beautiful color photos of Persian art. May 30, 1963.

Muslim Miniatrue Paintings - available from Asia Society, E. 64th Street.
Text and Color Reproductions.

Persian Miniatures from Ancient Manuscripts-Mentor- Unesco Paperback MQ458

project CUE ... A FILM UTILIZATION SHEET

TITLE: WATCHING BALLET - Black and white, 30 min., New York City Ballet Society.

SUBJECT AREAS: Music, Art, all Project CUE students, assembly.

PURPOSES OF THE FILM:

To acquaint the viewer with the beauty of the ballet, so that he may view it meaningfully.

To create an interest in ballet through helping the observer to understand what it is, the various positions, movements, and styles.

SYNOPSIS

Ballet is an art of the dance which uses traditional movements and combines them in inventive ways to create a design of movement in space. It consists of a series of solo and group dances, performed to music, telling a story or expressing a mood or idea without words. The person who invents and arranges the dancing is called a choreographer.

A form of ballet originated in Italy about 1450 but true ballet started in the Court of Louis 14. It was often used as part of an opera.

In ballet we can enjoy the beauty of the body in the dynamic movements of the dancers. To appreciate ballet fully we should know something about the basic positions, characteristic movements and styles.

SUGGESTED TEACHER PREPARATION FOR USE OF FILM

(1.) Preview film.

(2.) Prepare bulletin board with flat photos, prints or paintings of ballet dancers. (See Metropolitan Seminars Degas prints)

(3.) Use photos or prints as basis for discussion of what ballet is. Acquaint students with its background briefly. (See synopsis)

KEY WORDS AND NAMES

(See World Book, Vol. 2, p.63. for vocabulary and pronunciation) 1963 ed.

George Balanchine (choreographer)
glissade
Arabesque
entrechat
position
tutu
minuet
dramatic
Allegra Kent (peformer)
attitude
divertissement
plié
Louis Quatorze (Louis 14)
flamboyant
Jacque d'Amboise (performer)
ballerina
grand jeté
position
romantic

PUPILS SHOULD LOOK AND LISTEN FOR...

. What is ballet.
. The five basic positions.(See World Book)
. The movements:
  - plié - (springing movement)
  - battement - (getting legs away from self)
  - entrechat -(legs cross rapidly in air)
  - grand jeté -(great leap)
  - plancher -(to the floor)
  - arabesque -(on one leg body bent, other leg back)
. How the various styles change the basic steps.
. The essentiality of smoothness of movement.
. The various styles.
. The finger turn.

PRESENT THE FILM

SUGGESTED FOLLOW UP ACTIVITIES

(1.) Ask various student volunteers who know ballet to:
assume the basic five positions
perform the various steps and do a dance if possible

(2.) Discuss the beauty of the ballet and how it is performed in various countries, its importance in Russia.

SUGGESTED RELATED ACTIVITIES

(1.) Take the class to a ballet performance or show a film of one.

(2.) Ask students to do research on Russian, Mexican Peasant, English, and American ballet.

(3.) Acquaint students with famous ballets:
Les Sylphides, Scherazade, The Nutcracker, Afternoon of a Faun or other by showing filmstrips as class listens to the music.

(4.) Ask a student to report on the rigorous training necessary for accomplished ballet performance.

(5.) Ask physical education teachers cooperation in helping students to create an original dance to express an idea or story.

RELATED MATERIALS

SVE Filmstrip and Record Series
Sorcerer's Apprentice
Swan Lake
Scherazade
Nutcracker

Films
Ballet Girl - Brandon Films, 23 min.
Afternoon of a Faun- Brandon Films, 10 min.
Ballet of Romeo and Juliet, color, U.S.S.R., 96 min.

All available for rental - Brandon Films
200 West 57th Street
New York 19, New York

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